ABSTRACT

DIRECTED READING THINKING ACTIVITY ON READING COMPREHENSION AT SMA KRIDA UTAMA GUNUNG SUGIH

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The aims of this research were: (1) to describe whether the process of DRTA strategy can be used to improve students’ reading comprehension, (2) to describe whether DRTA strategy can be used to improve students’ reading comprehension achievement. This research was conducted to students’ eleventh grade of SMA Krida Utama Gunung Sugih, Lampung Tengah. The samples were chosen by purposive sampling. The data of this research were collected by using observation, interview, and pretest-postest. The data were analyzed using t-test. The results of the research showed that: (1) DRTA can improve the students’ reading comprehension by encourages them to be more active in reading activities. From all of the activities in the DRTA process, predictions have a deeper role in the process of helping students understand the text; (2) there was significant difference on the students’ reading achievement after being taught through DRTA, the post-test mean score (74.17) which was higher than pre-test mean score (62.17). The conclusions of the research showed: (1) in the pre-reading stage, prediction had an important role in DRTA strategy to help the students to comprehend the text. In this stage the students were active used their critical thinking; and (2) there was significant difference on the students' reading comprehension achievement before and after being taught through DRTA strategy.